

“IMPROVING STUDENTS’ WRITING SKILL THROUGH THINK PAIR SHARE TECHNIQUE AT THE SECOND GRADE OF MTS AL-KHOIROT KARANGSUKO”

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Abstract

Think Pair Share is a cooperative eruditeness that may influence the students’ handwriting talent buttoned up thought union and distribution There in represent cognate the researcher tries to distinguish if or not the Think Pair Share Technique as a teaching handwriting displays a good resolution on students’ handwriting ableness of Mts Al-Khoirot Karangsuko. So this cognate is conducted to know the effectiveness of Think Pair Share in teaching handwriting in club to aid the pupils meliorate their handwriting talent and besides mightiness consecrate the donation for the teachers in designing the appropriate and effective commandment method dealing with the subject or material they learn.

This cognate exploited observational search designing in the manakin of non-randomized with dissimilar treatment of behaviour towards of two dissimilar classes, as they were already unionised good in class. For the aim of assembling facts 44 pupils were participated therein cognate In line with that the researcher victimised backhand essayer to be the instrumentate The experimental course was activated or taught by victimisationing TPS method The control course was not treated by using TPS technique. Than, the test was also apt to both observational and control course The researcher use SPSS_20 to count t-test and cognition the substantial departure between the signify account of the observational and control course.

Supported on the data psychoanalysis the significant editorial esteem of t-test was 0. 000 it was less than 0. 05, it indicated that the resolution of t-test psychoanalysis was significant. Moreover, the results but add to make pupils became also eager and active doing the eruditeness cognitive process This was besides big the evidence that for this search the implementation of Think Pair Share technique was an effective commandment technique to help school teacher in achieving the end of commandment eruditeness cognitive process exceptionally in commandment handwriting So it indicated that the aught possibility (Ho) was spurned and alternate possibility (Ha) was recognised.

Keyword: Implementation, Think Pair Share technique, Teaching Writing, Writing Skill

INTRODUCTION

In teaching Humanities pupils birth to concern on understanding every talent much as handwriting recital speechmaking and hearing Handwriting is advised as an essential talent in commandment and eruditeness Humanities. It involves students' ableness and confidence in expressing their concepts feel of touch and thinkings into a written manikin Crème and Lea (2003, p. 5) conditions "Writing consists of words and these lines are foregather especially occurrences to pee judgments". It means that pupils pauperism to expense a group of words that look in their brainpower The problems of writing are students do not birth plenty sureness to expressage their estimate. For instance, they are afraid of making mistakes. Based on Ramadhani (2015) says that many students were confused to start their writing and had limited vocabulary, because of that reason the students faced difficulty in developing their idea. It is therefore, the difficulties of finding the idea of vocabulary in creating good writing is the biggest challenge for students. From the information, each students perceives their writing difficulty from different perspectives. For the schoolteachers it is significant to see students' handwriting strains in order to improve students' handwriting ableness It is believed that collaborative eruditeness mightiness be victimised by Humanities Language undergraduate to less their strains It is besides good to enhance students' handwriting ableness buttoned up collaborative eruditeness.

Collaborative eruditeness is one of the ways to learn the prentice working in group. Collaborative eruditeness has several classes One of them is Think Pair Share Kusuma & Aisyah (2012) states that the implementation of think pair share is started from thought substances the student birth to clear the job separately thought arrange dwell of the student's diligently exercise to be agile and anticipate the references to solve the problem, real or the topic of writing separately. Moreover, pairing stage is the phase in which the learners have to join with their friends to discuss and improve their understanding. Therein causa give-and-take buoy move the undergraduate to actively channel their persuasion and work unitedly Abaft the pupils altercate their job with their copulation the students birth to hand their resolution to the other assemblies It is wide admitted as sharing arrange because the students birth to animadvert and express their persuasion with responsibleness and it mightiness assert the students' persuasion.

Thither are two previous researchers focusing on think pair share technique. The first investigator is MelliYanti (2017) states that her result of think pair share technique meliorate students' speech making talent. It is showed by the students affair in speech making agility which was ascertained by reflection checklist and field bill. So the students' attainment account besides showed that thither was improvement in every cp abaft implementing think pair share technique in the classroom, this technique could micturate the students agility byzantine in speaking agility by distribution it to the hale course.

The second investigator is Sugiarto (2013) states that the teaching eruditeness cognitive process testament be also pretty and develop their knowings speedily. It can be seen from his closure that conditions "the act of students who passed the niggling criteria of mastery eruditeness reinforced compared in cp I, the percentage was 82 % of the total act of students What is more their liaise bill had reinforced from 74 in cp I to 80 in cycle II. It means that the commandment modeling enforced by the researcher was successful" As a resolution the researcher does not but focus on the deed of Think Pair Share (TPS) technique. The researcher would care to do probe but on Think Pair Share (TPS) technique. So the researcher tries to enquire also almost the deed of victimisationing TPS to meliorate commandment Humanities.

Thither are any distinctions that associated to the former researches with search that the investigator is leaving to do such as the issue that presented and the subject in the search the subject therein search is besides dissimilar from the former researches where this search testament be conducted at the one-eighth level students' of Mts Alkhoirot. the researcher systematizes single search dubiousness from the job open in order to shape the focus of this represent cognate the research dubiousness is: is the resolution of commandment victimisationing think paair share technique bettor than the traditional technique? so the tested at 0. 05 storey of significance. Those hypotheses is: Ha: Think Pair Share birth punter scripting gift than the traditional technique the aim of cognate is to cognition if victimisationing Think Pair Share technique mightiness punter scripting gift in learning scripting at MTS ALKHOIROT.

REVIEW OF RELATED LITERATURE

Thither are any distinctions that associated to the former researches with search that the investigator is leaving to do such as the issue that presented and the subject in the search The subject therein search is besides dissimilar from the former researches where this search testament be conducted at the one-eighth level students' of Mts Alkhoirot. the researcher systematizes single search dubiousness from the job open in order to shape the focus of this represent cognate The research dubiousness is: Is the resolution of commandment victimisationing think paair share technique bettor than the traditional technique? So The tested at 0. 05 storey of significance. Those hypotheses is: Ha: Think Pair Share birth punter give handwriting gift than the customary technique the purpose of study is to knowledge if victimisationing Think Pair Share mightiness bettor hand writing talent in learning handwriting at MTS AL-KHOIROT.

Big also aid to the students is requested for junior high schoolteachers Brown (2000, p. 92) explicit that single of the near significant refers in commandment petty pupils is retention students' vanity by avoiding students' disbelief in relation to their competencies, allowing misconceptions acception mistakes also as encouraging small-group exercise where chance mightiness be captivated also easy by a teen.

From the interpretations supra it might be concluded that thither are some regards for schoolteachers in commandment next-to-last high pupils By knowing those viewpoints schoolteachers would see the way how to teach them as estimable

as potential Handwriting is one of note that mightiness be victimised as non-verbal note to deliver concepts opinion and experience to others. It might be inferred that handwriting is the cognitive process to expressage the estimate into chat coordinate the chat into judgements and so lay the sentences into the text in club to get text by using rectify spelling, punctuation, capture grammer and structure. By Harmer (2007, p. 112), the teaching of writing is important as:

- Students assume speech by imitating or practising from the written production to make an pilot handwriting.
- Writing is capture to be learnt for the dull prentice because it mightiness drop also thought age rather of interpersonal look to look note So if students gestate to get a backhand production they ask to follow the steps of writing cognitive process.

The result of writing is to get the text victimisationing bewitch grammar and structure. Those processes are difficult for the pupils that acquire Humanities as foreign lyric So Asian pupils that are eruditeness Humanities as foreign lyric birth to increase their endeavor graphic cognitive process in club to get estimable handwriting.

- Work on L2 writing is done in the second language context, a context in which the L2 is the dominant language. This work has overshadowed work on L2 writing done in the foreign language context, a context in which the L2 is not the dominant language. Thither testament be keynote orators who testament destination flow outflows graphic and invited orators who testament handwriting direction in their institutional mountings describing their institutional structures the writing direction that grips position in those structures and the standards that lie that direction. We feel that this program will be of interest to writing professionals. Collaborative eruditeness is technique that micturate the students acquire in a group and have the responsibility. This adjustment mightiness be plotted in club to do pupils exercise in a group. Nevertheless undergraduate mightiness hand their contacts and awareness to each other's.

According to Suprijono (2009, p 75), thither are any movements in teaching handwriting victim stationing Think Pair Share:

1. Thinking

In commandment handwriting each undergraduate is asked to write their estimate separately and try to break their estimate almost the material if by schoolteacher

2. Pairing

After working separately for develop their estimate pupils' copulation up and hand their handwriting until they birth arrangement on an answer.

3. Sharing

The pupils hand their replies with the hale course Nevertheless in some boxes this modeling is modified by adding the evaluation abaft the distribution tone Briefly, the teacher presents a essayer to bill the pupils supremacy in comprehending the materials that birth been learnt by them.

Thither are any studies which are related this cognate First was conducted by Yunita (2009) which entitled 'The Coefficient of expansion between Speechmaking and Handwriting Attainment in Fourth Semester Pupils of English Department'. The instruments victimised in this cognate were documentation and observation. In other rows the result of this cognate indicated that thither was a cocksureness coefficient of expansion between speechmaking and writing attainment of the fourth semester pupils of English Section Supported on this cognate pupils did not have job in speechmaking Their speechmaking account were corking as they mightiness expressage their persuasion clear and were able-bodied to use the language fluently and accurately, exceptionally in expressing their persuasion Nevertheless pupils had any difficulties graphic. The problem that largely happened in every composition was about language and establishment of constitution Normally they did misconceptions in lyric exceptionally in grammar and organizational of composition. So the result of this search showed that speechmaking attainment of fourthly semester pupils were better than the writing attainment.

Another cognate was done by Dino (2009) entitled that 'The Deed of Think Pair Shae Modeling to Improve The eighth Level Student's Ableness In Recital Story Words In Smp Negeri 4 Ampelgading Satu Atap'. This search practical Schoolroom Achievement Search in two rounds From this search it was ended that the student's ableness in recital story words built abaft the deed of think pair share modeling therein course It might be seen in the advance of intermediate account for each essayer from 74 in cycle I to 80 in cp II. Moreover, the number of students who passed the minimum supremacy criteria (KKM) besides built from 25 pupils to 31 pupils The student who had fantabulous recital ableness mightiness not be false to birth fantabulous handwriting ableness also From the interpretation supra severals pupils birth job in essay that care in language and organization of composition.

METHOD

The research designing of this search was experimental search in the form of non-randomized with dissimilar treatment of behaviour towards of two different classes. Therein cognate the researcher would care to enquire if commandment handwriting victimisationing think pair share technique has signifcant advance on pupils attainment at Mts Alkhoirot`. The result of post essayer of both grouping were compared. If the result of the situation essayer in experimental grouping showed that commandment handwriting victimisationing think pair share technique did not meliorate students' handwriting ableness at Mts-Alkhoirot, it means that Ho (Null hypothesis) was accepted. Nevertheless if the resolution of the post essayer in observational grouping showed that commandment handwriting victimisationing think pair share technique built students' handwriting ableness at Mts Alkhoirot, Ho (Null hypothesis) was spurned and Ha (Alternative hypothesis) was recognised Universe is all subject of the search By Creswell (2012 p. 142), universe is a group of individuals who have the same characteristics. The population of this cognate was the eighth level pupils of Mts Alkhoirot. What is more the sample was taken from cardinal

classes: Course 8E dwell of 22 pupils and Class 8I consistof 22 pupils So the total act of the sample was 44 pupils The process of selection the sample is cluster distribution as the unit was chosen in a grouping who were as a matter of course unitedly So the researcher dictated Course 8E as the experimental grouping and Course 8I as the control grouping by using non random designation.

The researcher victimised backhand essayer to be the instrumentate The experimental course was activated or taught by victimisationing TPS technique the control course was not treated by using TPS technique. Than, the test was also apt to both observational and control course The researcher use SPSS_20 to count t-test and cognition the substantial departure between the signify account of the observational and control course

Procedure of Data Collection

1. Pre-test

Pre- test was giving to the students before the students are teaching by using Think-Pair-Share technique. It was used to measure the students' writing narative text before being taught by using Think-Pair-Share technique. This test was conducted on July 22nd, 2020. It lasted for 60 minutes. 22 students were in the class joining the test. The test consisted of one item about writing narrative text. The researcher apportioned the essayer rag to the pupils and asked them to work it individually.

2. Treatments

After giving pre- test, the students got treatment by using Think-Pair-Share Technique. This process conducted for two meetings. Each meeting provided different text and topic about narrative text.

The treatment began on July 23rd, 2020 and finished on July 27nd, 2020. The treatment was given in two meetings. Each meeting lasted for 65 minutes. The researcher victimised "Think-Pair-Share technique in teaching handwriting story text to the students.

All the treatment of behaviour towards in each merging had the identical commandment ways as the following ways the researcher introduced and explained about Think-Pair-Share Technique in the first 10 minutes.

- (1) The researcher gave the students a paper sheet with the theme of writing narrative and asked them to think on their own about the question and answer. It took 5 minutes
- (2) The researcher decided the students to work in pair and asked them to share their thinking each other about the question and answer of their paper sheet. It took 5 minutes
- (3) For 35 minutes, the researcher asked the students to write their thinking with their partner in the answer sheet about the question with theme of narrative text. Each partner had to compose their writing with the format of writing narative text that is orientation, complication and events, resolution.

The time was set by the researcher and the students had to do the writing narrative text correctly.

- (4) The researcher spent 10 minutes to correct the students' answers and gave score.

The winner was the pair that reached the highest score.

3. Post-Test

After big treatment of behaviour towards the post-test was conducted to find out the esteem of treatment of behaviour towards whether or not the result of the situation post test is better than the resolution of pre-test. The post test was conducted on the middle of summer 27th, 2020. In post test the researcher apportioned the essayer which the same as the test in pre-test.

The researcher victimised t-test to know the significance departure between the means of two assemblies and refined the t-test by victimisation (SPSS/PC+). Thither are any movements to analyze the data:

1. The data equanimous the facts from pre-test and situation essayer
2. The researcher categorized the pre-test and post-test dozens between the observational grouping and the control grouping
3. The researcher took the facts by mensuration the pre-test and post-test account from both grouping

Briefly, the calculation by using (SPSS/PC+) data track programme was aimed at discovery outside if the facts psychoanalysis was valid or not. On the over-the-counter give the t-test was used to find out t-ratio of students account from their pre-test and post-test.

FINDINGS AND DISCUSSION

The findings of this search implicated with the resolution of the computation of the pre-test and post-test account both of control and observational grouping and the resolution of the hypothesis investigation The findings were presented beneath.

- The Resolution of the Pre-Test of Observational and Control Group.

Supported on the result of the facts psychoanalysis on the pre-test of the experimental grouping it was establish that the mean account of the experimental grouping was 67, 77. More specifically, it was found out that out of 22 students, 17 students (60%) were classified into below minimum passing grade with the scores of ≤ 72 and 5 of them (40%) were classified into above minimum passing grade with the score of ≥ 72 . Besides, based on the result of the data analysis on the pre-test of the control group, it was found that the mean score of the control class was 67,55 which means that it did not meet criteria of success. More specifically, it was found out that out of 22 students, 18 students (70%) were classified into below minimum passing grade with the scores of ≤ 72 , and 4 of them (30%) were classified into above minimum passing grade with the scores of ≥ 72 . Furthermore, based on calculation in rubric, the maximum score was 40. It showed that the maximum of score Content criteria was 12, Organization criteria was 12, Grammar criteria was 8 and Vocabulary criteria was 8.

Indeed, the result of the data analysis on the pre tests of the experimental and control groups showed different minimum passing grade scores. In fact, students in the experimental group achieved 67,77 and control group achieved 67,55 score which means that they did not meet the criteria of success in learning.

- Post-test of the Experimental and Control Group

After the treatment of behaviour towards the post-test was given to the observational and control assemblies. The post-test was given to know if or not there was significant departure between the mean of the post-test dozens of the two groups. Supported on the result of the computation it was established that the post-test signify of the experiment grouping was 85, 55 which substantiates that the students' account in the post-test had already achieved the criteria of winner. Also specifically, the result of the facts psychoanalysis showed that out of 22 pupils 0 pupils (0%) were categorized into beneath little qualifying level with the dozens of ≤ 72 and 22 of them (100%) were categorized into supra little qualifying level with the dozens of ≥ 72 . Likewise the result of the post-test signify of the control grouping was also deliberate. It is significant to comparison the substances of post-test dozens of both assemblies in club to cognition if or not thither was a significant departure. Based on the result of the calculation, it was found that the mean score of the post-test of the control group was 77,55 which means that the students' score did not meet the criteria of success. More specifically, it was revealed that out of 22 students, the score of 4 students (30%) were classified into below minimum passing grade with the scores of ≤ 72 , and 18 of them (70%) were classified into above minimum passing grade with the scores of ≥ 72 . Briefly, it means that thither was a substantial departure between the dozens of the pre-test and post-test. It can be concluded that the pupils achieved better attainment graphic ableness after being taught by using Think Pair Share technique. The students' handwriting ableness built. In other rows it was established that Think Pair Share technique could meliorate students' handwriting talent.

Supported on the output of statistical computation from main specimens essayer the sig esteem is obtained. (2-tailed) of 0. 000 few than 0. 05, it can be concluded that thither are differences in the intermediate undergraduate eruditeness results between TPS technics and established technics.

The research is held to reply the question if the use think pair share technique to meliorate student's handwriting talent at second level of Mts Al-Khoirot Karangsuko. In order to supply account the question supra the Alternative Possibility (Ha) and Null Possibility (Ho) are proposed as follows:

- a. Ho: Aught Hypothesis there is no substantial think pair share birth better handwriting talent than the customary technique at second level of Mts Al-Khoirot Karangsuko.
- b. Ha: Alternate Hypothesis there is significant think pair share birth better handwriting talent than the traditional technique at second level of Mts Al-Khoirot Karangsuko.

To prove the hypothesis, the obtained facts from experimentation course and control class are calculated by using t-test normal with effrontery as follows :

1. If t-test (t_0) > t-table (t_t) in significant grade of 0, 05, H_0 (null hypothesis) is spurned and the H_a (alternatif hypothesis) is accepted. It means that the scolds of signify account of the observational grouping are higher than the contained grouping So the think pair share technique is effective on improving students' handwriting talent
2. If t-test (t_0) < t-table (t_t) in significant grade of 0, 05, H_a (alternatif hypothesis) is spurned and H_0 (null hypothesis) is recognised It means that the scolds of the mean account of the experimental grouping are identical as or lower than the control grouping So the think pair share technique is not effectual on upping students' handwriting talent.

By the statistical computation supra the difference in student eruditeness results the post-test observational course with the post-test control course buoy be seen in the descriptive statistical outcomes in the independent specimens essayer where for the student eruditeness results of the observational course victimisationing think pair share technique, the intermediate esteem was 85. 55 patch the post-test control course with the established the intermediate esteem was 77. 55. It means that better intermediate esteem was the post-test observational course so it can be ended that victimisationing think pair share technics is also effectual by those resolution it can bee conclude that the Aught Possibility (H_0) is spurned and the Hypothesis Alternate (H_a) is accepted.

DISCUSSION

The result of data psychoanalysis in this search is improve students' handwriting talent buttoned up think pair share technique is was showed by the result of the post-test presented on previous part the significant editorial esteem of t-test was 0. 000 it was less than 0. 05, it indicated that the resolution of t-test psychoanalysis was significant. So it proved that thither was a substantial signify dissimilar between the experimental and control group.

So the result of the search showed that the observational grouping got better resolution to meliorate students' handwriting talent, it was as the pupils in observational grouping thought by victimisationing think pair share technique and otherside departure with control grouping thither was no technique of think pair share, the students on control grouping were taught conventionally.

The result of test showed that the mean account of post-test TPS technique on the experimental group was 85. 55 and the mean account of post-test control group was 77. 55. So, both of the result between observational and control group was difference. It can be concluded that the pupils achieved bettor attainment graphic ableness abaft beingness taught by using think pair share technique. It applied that students' handwriting ableness built In other rows.

It was establish that think pair share technique could meliorate students' handwriting talent It could be concluded, from the discription supra that the signify account of post essayer in experimental group which apt treatment of behaviour

towards victimisation TPS technique had higher account than the control group was victimisation established technique. So there was a substantial core in improving students' handwriting talent victimisation think pair share (TPS) technique at sec level of Mts Al-Khoirot Karangsuko

IMPLICATION OF THE FINDING

The findings showed that using think pair share have better writing skill than the traditional technique. This means, this research has a line with MelliYanti (2017) and Sugiarto (2011) who did same variable to find the improving student skill through think pair share technique. Using think pair share (TPS) technique in learning process can improving the students' performance and achievement especially in writing.

It could be concluded, from the description above that the mean score of posttest in experimental group which given treatment using think pair share technique had higher score than the control group was using conventional technique while writing learning. So there was a significant think pair share have better writing skill than the traditional technique at second grade of Mts Al-Khoirot Karangsuko.

CONCLUSION

From the hale action in conducting this represent cognate and supported on the research discoveries and give-and-take of the study, the results of hypothesis investigation were victimized to affirm the deed of Cogitation Copulation hand method in teaching handwriting that mightiness established a good resolution on students' handwriting talent This commandment method has succeeded in upping students' handwriting talent of second level pupils of Mts Al-Khoirot Karansuko. It might be seen from the departure of the mean dozens of observational and control grouping this was besides reflecting that the aught possibility (H_0) was spurned and alternative hypothesis (H_a) was accepted.

SUGGESTIONS

a. For the Students

It is expected that after reading this study, the students could improve their writing ability. It is necessary for students to understand that increasing writing skill is an important aspect in language learning. It is because writing is an essential skill in learning English.

b. For the Further Researchers

The researcher expects the findings of this study will give information about the kinds of teaching model on students' writing ability. It may also give them contribution in enriching references concerned with the teaching model in improving writing ability. Furthermore, it is highly recommended for the further researchers who are interested in the use of teaching model as teaching writing to have a better innovation in developing effective teaching model on students' writing ability. Moreover, for further researchers who are interested in the implementation of think pair share model, the researcher suggests to take the study on other skills, such as speaking, listening, or reading.

c. For the Humanities Schoolteacher

Teachers get a great work on the success of learning Humanities They should be creative to create a new plan in eruditeness Humanities exceptionally handwriting The old adjustment much as explaining the topic, handwriting consume and asking pupils to con the rows are not enough. Moreover the teachers should be able-bodied to get fresh plans or technics to move pupils in order to be absorbed in commandment and eruditeness Humanities

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